

REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE ECONOMICS PROFESSION (CSMGEP) DECEMBER 2014

The Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) was created by the American Economic Association over 40 years ago (and has been in operation under its current name since 1975) in response to concerns about the under-representation of minority and historically disadvantaged groups in economics. This concern stems from under-representation of these groups in economic policy decisions, despite the fact that they are a growing proportion of the population and contribute significantly to the economic outcomes of the country. To address this issue, the committee monitors the racial and ethnic diversity of the economics profession and oversees the “pipeline program” to promote the advancement of racial/ethnic minority groups in economics.

This annual report from the committee begins with recent data on the numbers and proportions of minorities studying economics at the undergraduate and graduate levels. Secondly, it reports results from a recent survey of minority faculty in economics departments. It then presents updated information on the three components of the Pipeline Program that the CSMGEP oversees: the Summer Program; the Mentoring Program; and the Summer Fellows Program. Finally, it summarizes the committee’s other activities over this past year.

I. Data on Minority Economists and Those in the Pipeline

Degrees Conferred in 2013

Data on economists in the “pipeline” in this report were drawn from the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics (NCES). From the academic year 2012-2013, these data represent the most current observation of degrees conferred across academic institutions. All calculations given in these tables are our own, based on the survey data provided by IPEDS.

The data include all degree-granting institutions (at bachelor’s, master’s and doctorate levels) participating in the survey. Degrees awarded to American citizens and permanent residents are included in this analysis, while non-permanent residents have been removed from the data.¹ Degree recipients of unknown ethnicity are included in the totals, and in 2013 these constituted 6.0% of all degrees conferred and 6.3% of economics degrees² conferred (6.0%, 10.7% and 10.7% of bachelor’s, master’s and doctorate degrees in economics respectively).

In 2013, a total of 29,827 degrees in economics were awarded to citizens and permanent residents of the United States (see Table 1). The majority of these degrees were awarded at the

¹ Thus, unless otherwise noted non-permanent residents are not included in the data presented. That said, non-residents make up a significant proportion of the degrees awarded, especially at master’s (47.1%) and doctorate (58.3%) levels.

² Economics degrees are classified as those with IPEDS Classification of Instructional Program (CIP) codes for “Economics, general,” “Applied economics,” “Econometrics and Quantitative Economics,” “Development Economics and International Development,” “International Economics” and “Economics, other.”

bachelor's degree level (91.9%) and the biggest racial/ethnic group amongst these recipients was white (60.7% of all economics degrees conferred). Table 1 shows the degrees in economics awarded across minority groups in the most recent academic year (See Appendix Table 1 for degrees awarded to all racial/ethnic groups). For the three minority groups, representation is highest at the bachelor's level (5.3% Black/African American, 8.6% Hispanic/Latino and 0.4% American Indian or Native Alaskan) and lowest at the doctorate level (3.2%, 6.4% and 0% respectively).³ These percentages are shown in Figure 1. Across all degree levels, Hispanic students received the highest number of degrees amongst minority groups, whilst American Indian students were the recipients of just 109 degrees in economics in 2012-2013, none of which were at the doctorate level and only seven of which were master's degrees. Similarly, roughly the same number of doctorate degrees and master's degrees in economics were awarded to students of unknown ethnicity than to Black or Hispanic students.

Table 2 shows the number of degrees awarded to minority students in Science, Technology, Engineering and Math (STEM) subjects in 2013. A comparison of these subjects with degrees awarded to minority groups in economics highlights several interesting aspects. Overall minority representation in STEM subjects was higher than economics across all degree levels (16.1% overall compared to 14.2%), peaking at 16.6% at the BA level, compared to 14.3% in economics. Among the different minority groups, representation in STEM subjects and in economics degrees awarded to minority students were dominated by Hispanic students. The representation of American Indian students was similarly low in STEM subjects as economics.

³ In this report we designate Blacks, Hispanics and American Indians as "minorities" as they are the groups that have been targeted by the American Economic Association's efforts to increase racial and ethnic diversity in the profession (see Collins, S.M., (2000), Minority Groups in the Economics Profession, *The Journal of Economic Perspectives*, Vol. 14, No. 2, pp. 133-148).

Table 1: Degrees Awarded in Economics in the Academic Year 2012-2013

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Native Alaskan		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	32,649	27,418	102	0.4	1,456	5.3	2,356	8.6	3,914	14.3
MA	3,889	1,941	7	0.3	129	6.6	148	7.6	284	14.6
PhD	1,079	468	0	0.0	15	3.2	30	6.4	45	9.6
All	37,617	29,827	109	0.4	1,600	5.4	2,534	8.5	4,243	14.2

Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2013

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Native Alaskan		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	375,762	356,714	1,945	0.5	24,015	6.7	33,216	9.3	59,176	16.6
MA	115,098	76,052	305	0.4	5,655	7.4	5,440	7.1	11,400	15.0
PhD	29,324	16,840	61	0.4	765	4.5	936	5.5	1,762	10.5
All	520,184	449,606	2,311	0.5	30,435	6.8	39,592	8.8	72,338	16.1

Ethnic Representation in Degrees Awarded in Economics 2012-13

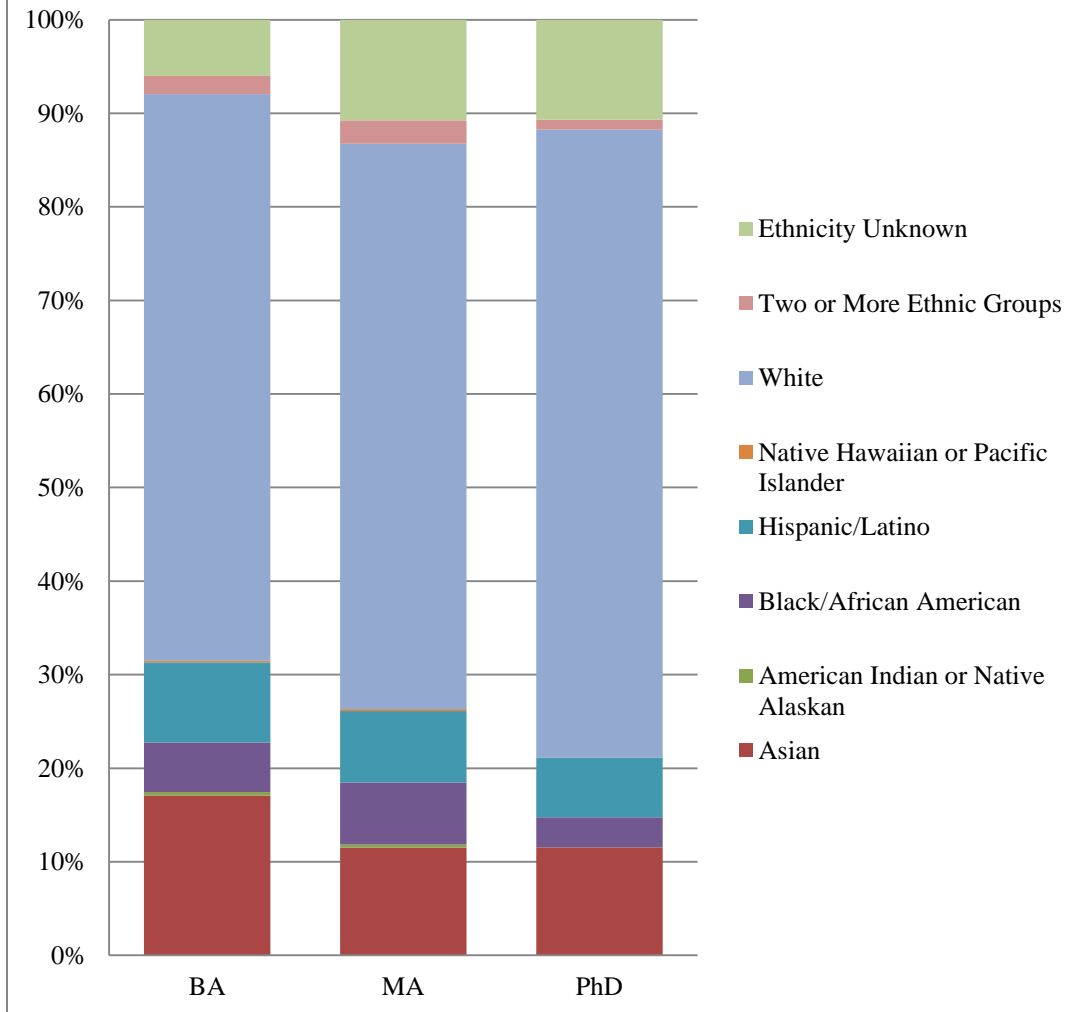


Figure 1: Representation of Different Racial/Ethnic Groups in Degrees Awarded in Economics 2012-13

Degrees Conferred 1995-2013

Since 1995, the number of degrees awarded to minority groups in all disciplines has increased steadily (although with a small dip around 2007-9), rising at the bachelor's level from 159,379 degrees in 1995 (13.9% of the total) to 399,350 degrees (21.1% of the total) in 2013. In economics, minority representation in all degrees awarded has also increased overall from 12.0% in 1995 to 14.2% in 2013. Figures 2, 3 and 4 show both the number of economics degrees awarded to different racial and ethnic minority groups over this time period, and their percentage representation amongst all economic degrees awarded at each level. These graphs show the annual number and percentage for each minority group with a smoothed trend line calculated from a three-year (rolling) mean.

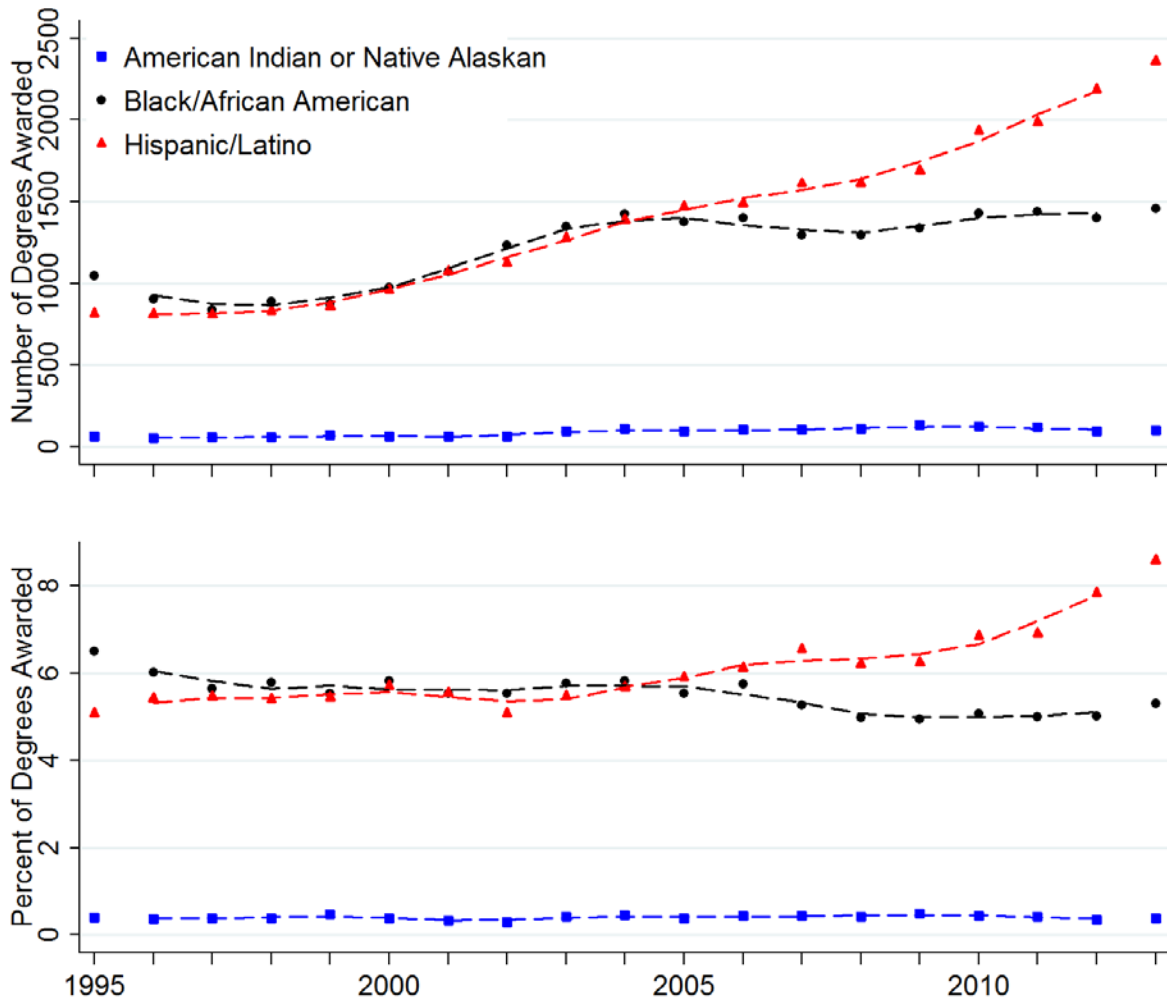


Figure 2: Bachelor of Arts Degrees in Economics Awarded to Minority Students in 1995-2013. These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three-year rolling mean of these data for each group.

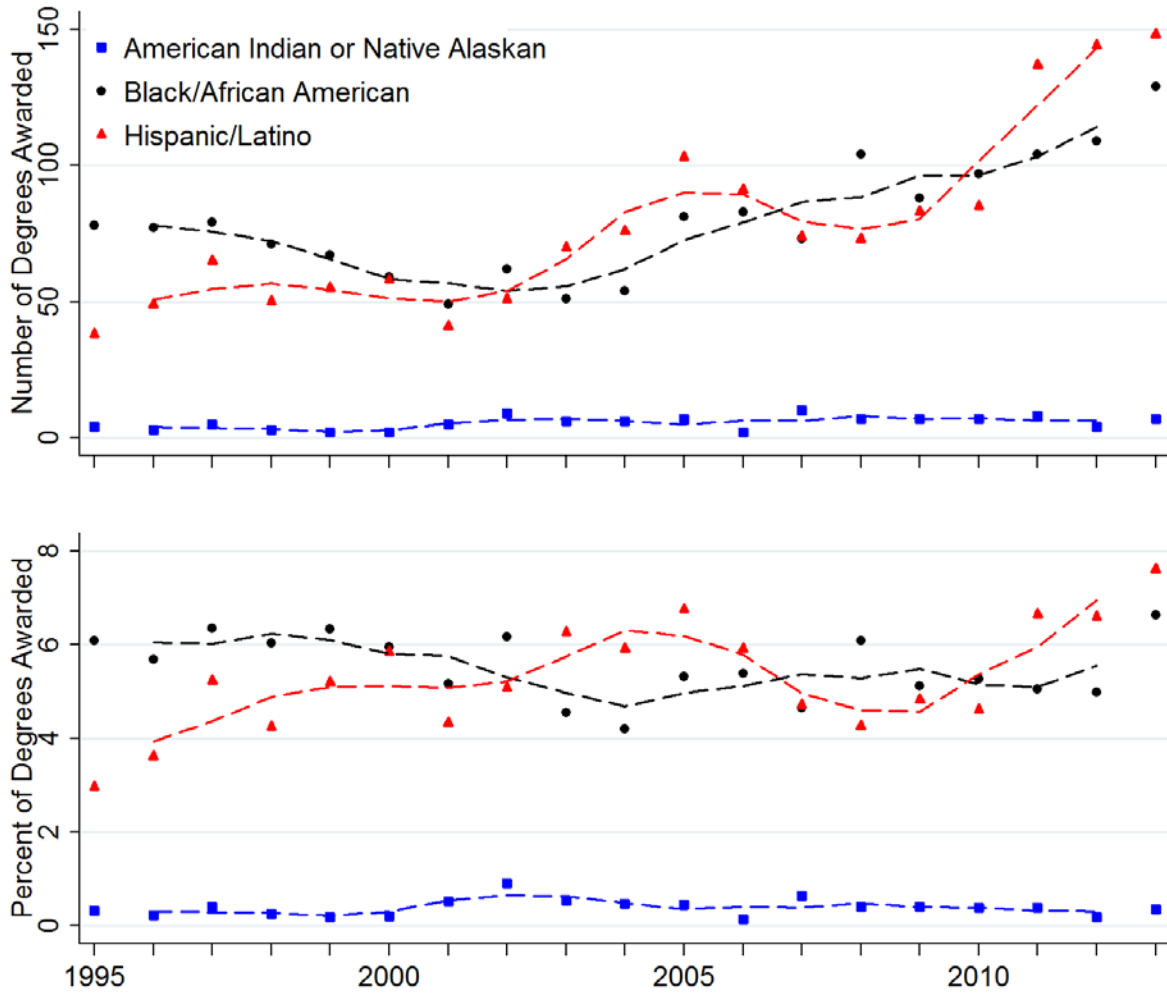


Figure 3: Master of Arts Degrees in Economics Awarded to Minority Students in 1995-2013. These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three-year rolling mean of these data for each group.

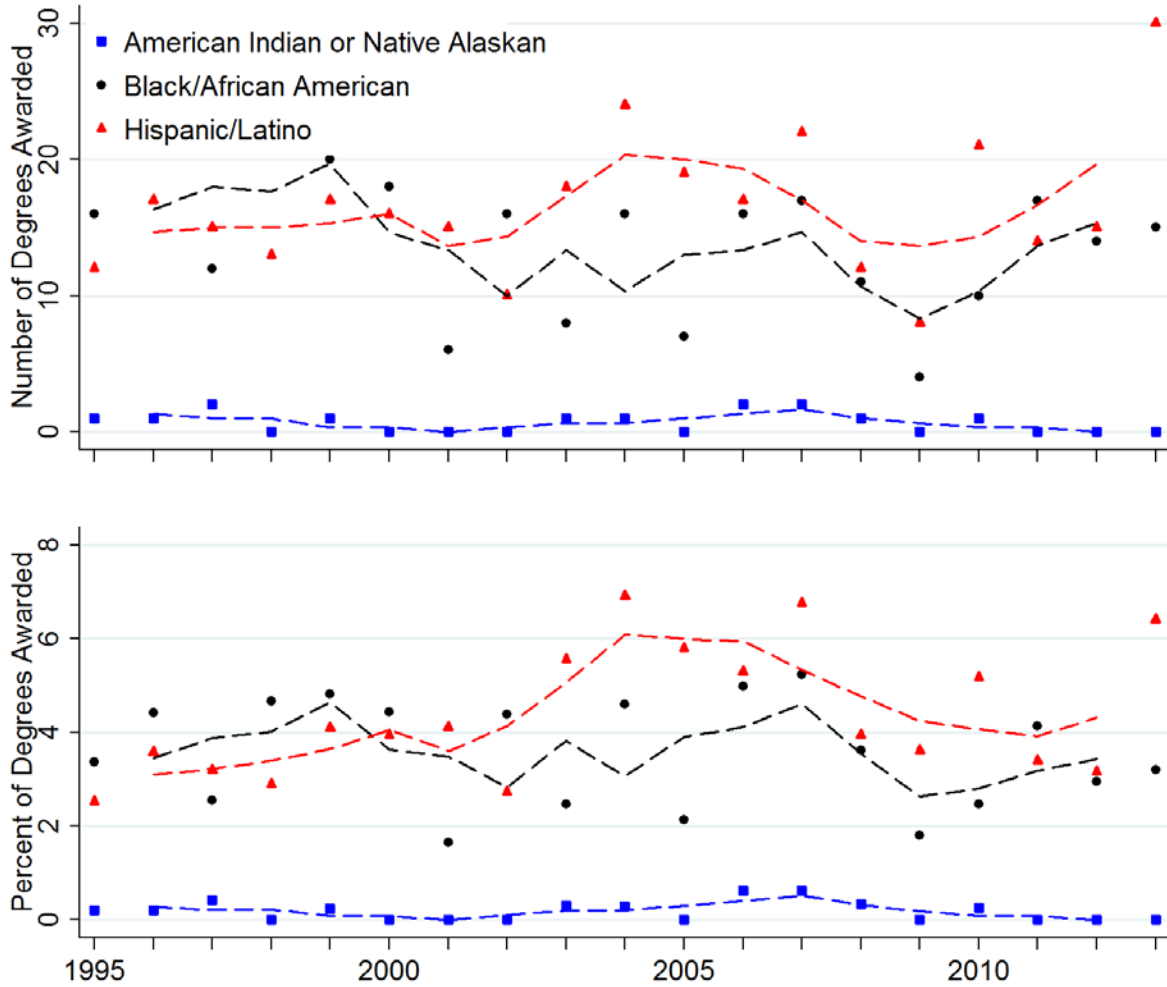


Figure 4: Doctor of Philosophy Degrees in Economics Awarded to Minority Students in 1995-2013. These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three year rolling mean of these data for each group.

Despite a 62% increase in the number of economics degrees awarded to American Indian students at the bachelor’s level since 1995, this still totaled only 102 degrees in 2013, and the percentage of all economics degrees at this level being awarded to American Indian students peaked at just 0.5% in 2009. The most recent year’s data indicate a rise to 0.37% representation within the cohort, an 6.3% increase in the number of American Indian students receiving a bachelor’s degree in economics from the previous year (an increase from 96 to 102 degrees), and a 24% decrease over the past five years (from 134 degrees in 2009). Hispanic students show the most consistent increase in number of degrees awarded in economics since 1995 at all levels. This trend is strongest at the bachelor’s level, where Hispanic students have increased their representation in economics degrees awarded from 5.1% in 1995 to 8.6% in 2013. There is more variability in the data for master’s and doctorate level degrees awarded, specifically with a dip in master’s degrees awarded and Hispanic representation within the degree group between 2005 and 2009, but with a strong increase in following years. Overall these data still show an

increasing trend over time. In economics, the numbers of degrees awarded to Hispanic students overtook those awarded to Black students and became the dominant minority group in the early years of the 21st century at all degree levels. The number of economics degrees awarded to Black students at the bachelor’s level has been in plateau since 2005, leading to a drop in representation since that year. At the master’s level, the number of degrees awarded has increased since 2003, but has not kept pace with the increases in other ethnic groups in these cohorts, resulting in a stable percentage representation. At the doctorate level both the number of degrees awarded and the percentage representation of this ethnic group amongst all economics doctorates awarded show high variability and a small overall decreasing trend between 1995 and 2013.

Table 3: Comparison of Economics Degrees Awarded in 1995 and 2013 to Students from Minority and Dominant (White) Racial/Ethnic Groups

Degree Level	Year	American Indian or Native Alaskan		Black or African American		Hispanic or Latino		All Minority Groups		White	
		Total	%	Total	%	Total	%	Total	%	Total	%
BA	1995	63	0.4	1,045	6.5	816	5.1	1,924	12.0	11,743	73.0
	2013	102	0.4	1,456	5.3	2,356	8.6	3,914	14.2	16,643	60.7
MA	1995	4	0.2	78	6.1	38	3.0	120	9.4	937	73.2
	2013	7	0.4	129	6.6	148	7.6	284	14.6	1,173	60.4
PhD	1995	1	0.2	16	3.4	12	2.5	29	6.1	358	75.5
	2013	0	0.0	15	3.2	30	6.4	45	9.6	314	67.1
All	1995	68	0.4	1,139	6.4	866	4.9	2,073	11.6	13,038	73.1
	2013	109	0.4	1,600	5.4	2,534	8.5	4,243	14.2	18,130	60.8

Table 3 shows a comparison of economics degrees awarded to these minority groups and white students between 1995 and 2013. Table 3 indicates that whilst the representation of minority groups has changed only slightly between these two points in time, and overall minority representation has also increased by 2.6 percentage points, there is a complex pattern of representation underlying these figures: Appendix Table 5 details the change for other racial/ethnic groups over this period of time. Note that most racial/ethnic groups have undergone small changes, comparable to those shown for the minority groups.

There is clearly more to be done regarding the representation of minority groups in economics degrees being conferred, and whilst the number of degrees awarded to minority students continues to increase, minority groups are being outpaced in terms of change in representation within the degree cohort. The data also highlight a continuing problem of low representation of Native American students however, and a concerning trend for Black students; the number of Black students receiving degrees in economics continue to increase, but this increase is outpaced by other groups and Black students’ representation in the economics degree cohort has plateaued in recent years and fallen overall since 1995.

Minority Representation in Economics Faculty

To gauge minority representation among economics faculty, we present data from the American Economic Association, which conducts an annual survey, the Universal Academic Questionnaire

(UAQ), of 798 degree granting institutions. From these data, we have extracted information on the percentage of economics faculty by race and ethnicity in the academic year 2013-14.⁴

We note that these data must be interpreted with caution. Firstly, the response rate to the survey is quite low (approximately 40 percent). As such, the data may not be representative, particularly if departments with greater (or fewer) numbers of minority faculty are more likely to respond. Secondly it is, unfortunately, not possible to make comparisons across the data in Tables 1-3 with the data on racial/ethnic representation amongst economics faculty in Table 4 as these data have been collected by different organizations.

Table 4: Representation of Black and Hispanic Minority Groups in Economic Faculty in the Academic Year 2013-14

Institution's Highest Degree	Tenured and Tenure-Track Faculty (%)					Non-Tenure Track Faculty (%)		Total (%)	
	Full Prof.	Associate Prof.	Assistant Prof.	Other	Part Time	Full Time	Part Time	Full Time	Part Time
Black Faculty									
BA	2.9	4.4	2.9	4.7	5.1	4.1	3.5	3.5	3.8
MA	2.8	4.0	1.7	0.0	1.4	8.1	9.3	2.6	9.0
PhD	1.0	2.4	1.6	0.0	2.7	2.4	2.2	1.6	2.2
Total	1.8	3.4	2.0	2.0	3.3	4.1	4.0	2.4	4.1
Hispanic Faculty									
BA	0.9	4.4	3.1	0.0	0.6	5.9	0.4	2.2	2.6
MA	0.0	0.0	0.8	0.0	0.0	4.1	2.8	0.2	3.1
PhD	2.1	5.0	7.1	0.0	3.4	1.2	2.2	3.9	1.9
Total	1.6	4.0	5.0	0.0	2.0	4.3	1.5	2.9	2.4
Minority Total BA	3.8	8.8	6.0	4.7	5.7	10.1	3.9	5.7	6.3
Minority Total MA	2.8	4.0	2.5	0.0	1.4	12.2	12.0	2.8	12.1
Minority Total PhD	3.2	7.3	8.7	0.0	6.0	3.6	4.3	5.5	4.1
Minority Total (All)	3.3	7.4	7.1	2.0	5.3	8.5	5.5	5.3	6.5

⁴ These data are based on the 327 institutions that responded to the survey. The data analyzed include ethnic representation for U.S. citizens and permanent residents only. Faculty on leave during the academic year 2013-2014 are included, but visiting appointments are not. A person who is full-time at the institution but only part-time in the economics department is considered full time. Non-response to ethnic identity of staff is shown as zero in these data, and cannot be distinguished from actual zeros in representation. Racial and ethnic representation may be under-represented, therefore. Note there are no Native Americans in the data.

In the academic year 2013-14, there were approximately 154 Black and 168 Hispanic faculty members in economics in the United States. Overall representation of minority faculty in economics (across all academic positions) totals 5.4% (2.6% for Black faculty and 2.8% for Hispanic faculty members). For Black faculty members, representation among the economics faculty was concentrated in part-time positions, although this is entirely a reflection of differences in representation in tenure-track positions; in non-tenure track positions, there was rough parity between full-time and part-time representation. Hispanic faculty members had their highest representation in full-time positions as Assistant Professors. The vast majority of all Black and Hispanic faculty were employed on a full-time basis, however (77.2% and 92.2% respectively). Minority faculty also represented a larger proportion of faculty in PhD granting institutions than at BA and MA-only granting institutions.

Across all tenure-track positions, minority representation was highest at the Associate Professor level (7.4%) and, excluding the “other” designation, lowest among full professors; just 1.8% of faculty at this level were Black and 1.6% were Hispanic. The higher figures for representation among lower-level positions may suggest that minority economists are moving through the pipeline, however.

While minority representation among all economics faculty is low, there is interesting variation within the profession: Black economics faculty members are most likely to be employed as full-time, tenured professors (24.4% of all Black faculty) or full-time, tenured associate professors (23.4% of all Black faculty); however Hispanic economics faculty members are most likely to be employed as full-time, tenured assistant professors (35.8% of all Hispanic faculty are employed in these positions).

In comparison to other ethnic groups, Black and Hispanic faculty in economics both had their highest representation in the lower rungs of the academic ladder and in less prestigious, part-time positions.⁵ For every Black or Hispanic tenured, full-time professor in the United States in 2013-14, there were 54 and 62 non-minority professors of equal rank respectively.⁶ The lowest ratio of minority (Black and Hispanic) to non-minority faculty was at the full-time, non-tenured level (7:1), where the ratio of non-minority to Black faculty is 13:1 and the ratio to Hispanic faculty is 15:1.

These data also confirm that racial and ethnic diversity is still lacking in the economics profession and highlights the need for continued efforts to train, recruit, and retain underrepresented students and faculty.

II. Pipeline Program

The Pipeline Program comprises three different programs (the Summer Training Program, the Mentoring Program and the Summer Fellows program) that together work to increase diversity in the economics profession. The activities of each program over the past year are reported below.

⁵ Here there is a distinction between the two minority groups under observation; Hispanic faculty made up a larger proportion of earlier career positions such as an Assistant Professor, but on a full-time and tenured basis, whereas Black faculty members made up a larger proportion of part-time positions.

⁶ The ratio of non-minority to minority Professors was 29:1.

Summer Training Program

The Summer Training Program (AEASP) is an intensive training course for promising undergraduate students to improve their research and methods skills in preparation for future doctoral research. AEASP is currently hosted by the University of New Mexico (UNM). A joint effort between the Department of Economics and the Robert Wood Johnson Foundation Center for Health Policy, the program is open to all students regardless of race, ethnicity or gender, but Minority Fellowships are also available to applicants that are U.S. citizens and permanent residents who are members of a historically disadvantaged racial or ethnic minority group. The application process also gives preference to students applying from non-research colleges and universities and Minority-Serving Institutions.

Applications to the 2014 Summer Training Program totaled 76, of which 21 were invited for training. Eight of these participants were women and 20 identified at least partly with a minority race or ethnicity (6 students identified as being African American, 13 identified as Hispanic ethnicity, one as American Indian); one non-minority also attended the program paying for program travel, tuition, room and board out of pocket. The students came from 18 different colleges and universities across the United States and at the time of application 2 were sophomores, 9 juniors, and 10 seniors.

The program is supported by a National Advisory Committee (see below), which was formed in 2011 to advise the program leaders on matters of priorities, administration and curriculum and also to serve as the application review committee. The curriculum for the AEASP this past year was revised to strengthen the program, by providing a more focused experience and closely integrated course structure. Students were enrolled in three courses at UNM: Intermediate Microeconomics; Math Methods in Economics; and Intermediate Econometrics. The courses provided a case-based curriculum, integrating economic theory and practical instruction in econometric modeling through the statistical program STATA, and mathematical analysis for policy issue analysis. The program also included guest speakers from six institutions across the United States. Students were divided into research teams and engaged in group research that was presented both orally and in poster format at the Pipeline Conference. The students' research projects focused on the following topics:

- “Reexamining the Effect of Foreign Direct Investment on Economic Growth in Developing Countries”
- “Believe it! Improved Cooking Stoves are Helpful in Reducing Firewood Demand”
- “A Child’s Well-Being: Food Insecurity and Antenatal Care (Nepal)”
- “Effect of Sexually Transmitted Infections and Social Capital on Intimate Partner Violence”
- “Media’s Impact on Modern Contraceptive Use in Uganda”

The AEASP operated within budget with financial contributions from the AEA, the Federal Reserve Board of Governors and the RWJF Center for Health Policy. Further, the program benefited from in-kind donations from Princeton University Press and STATA Corp. Importantly, this past fall the program was awarded a two-year grant from the National Science Foundation that will help to enhance the economics coursework and efforts to better prepare students for graduate school.

The AEA Summer Training Program National Advisory Committee:

- Warren C. Whatley, Professor of Economics and Center for African American Studies, University of Michigan, Ann Arbor
- Rhonda Sharpe, Associate Professor of Business and Economics, Bennett College; Associate Director, the Diversity Initiative for Tenure in Economics, Duke University
- David Molina, Associate Professor of Economics, University of North Texas; President, American Society of Hispanic Economists
- Fernando Lozano, Professor of Economics, University of Texas-Pan American; Member, AEA Committee on the Status of Minority Groups in the Economics Profession
- Marie T. Mora, Professor of Economics, University of Texas-Pan American; Director, AEA Mentoring Program
- Rucker Johnson, Associate Professor, Goldman School of Public Policy, University of California Berkeley; Member, AEA Committee on the Status of Minority Groups in the Economics Profession
- Valerie Wilson, Vice President of Research, Urban League Policy Institute, Washington D.C.

Mentoring Program

The AEA's Mentoring Program partners minority group (Black, Hispanic and Native American) doctoral students with academic mentors in their field and facilitates networking between minority economists (both academic faculty and professional) and students at all stages of the pipeline. Participants opt to join the program and mentors are both self-selected and requested to volunteer.

This year marked the first full year in which Marie Mora served as director of the program. This year the National Science Foundation approved a three-year grant for nearly \$500,000 to fund participant travel and the annual conference (described below). Further, this year we made several changes to the program. For example, we instituted an application process for students to be officially admitted to the program and membership is now limited to three years with the possibility of renewal. These changes not only help with recordkeeping but also bring much-needed formality to the program. Further, the application asks about U.S. citizenship status as funding from the National Science Foundation only pertains to U.S. citizens and permanent residents. Finally, renewal will be conditional on students having had an active relationship with their mentor.

With these changes, the number of students in the program dropped from 45 to 30 (from 24 different institutions) as several previous participants did not submit applications and others transitioned out of the program. Over the course of the year, seven participants completed their doctorates. Twenty-five of the current students have an assigned mentor while others have recently joined the program and are awaiting a mentor. Those without a mentor are still able to benefit from assistance with conference travel and from networking opportunities.

The program continues to seek to provide graduate students with the opportunity to present their work during the annual Summer Mentoring Pipeline Conference (SMPC), the largest event for the program. The SMPC brings together mentoring program participants, their mentors, other academics, and the students attending the Summer Training Program. This year the Conference hosted about 90 people. The SMPC provides an opportunity for students (mostly doctoral

students) to present at the conference, providing valuable professional presentation experience and research feedback.

In 2014, professional development panels were reinstated; they included: (1) *Surviving and Thriving in Graduate School* (Karl Boulware, University of Alabama; Cruz Bueno, Siena College; and Marquise McGraw, University of California, Berkeley); (2) *Jobs Outside of Academia* (David Marshall, Senior Vice President, Federal Reserve Bank of Chicago; Irma Perez-Johnson, Associate Director of Research, Mathematica Policy Research, Inc.; and Sarah Audelo, Policy Director, Generation Progress at the Center for American Progress); and (3) *Accessing Restricted-Use Federal Data* (Mark Fossett, Director, Texas Research Data Center, Texas A&M University).

A new feature of the SMPC in 2014 was the inauguration of the *Lewis-Oaxaca Distinguished Lecture Series*. Ronald Oaxaca, University of Arizona, was the first speaker; he presented “Understanding Gender and Racial Disparities in Prison Sentences.”

Another new feature of the SMPC was the allocation of specific timeslots for the mentees to meet with their mentors, which had not occurred in previous conferences. The feedback on these mentoring/networking sessions was highly positive.

Moreover, the SMPC was better coordinated with the Summer Program in 2014. As noted above, the Summer Program students were fully engaged in the SMPC, including presenting their research in poster sessions during lunch. Furthermore, the Summer Program Director established a graduate school recruitment fair that commenced immediately following the SMPC, such that some of the recruiters were also able to participate in conference events.

Finally, in 2014, Marie Mora also built collaborations with the Directors of the Diversity Initiative for Tenure in Economics (DITE, housed at Duke University and funded by the National Science Foundation): William Darity, Jr., Duke University; Darrick Hamilton, The New School, and Omari Swinton, Howard University. As a consequence, DITE held its annual conference at the same site as the SMPC, to allow the DITE fellows and mentors to participate in the Annual Conference

Summer Fellows Program

The Summer Fellows Program aims to increase the participation and advancement of women and under-represented minorities in economics by providing placements at a sponsoring research organization or public agency. In 2014, the program received 43 applications, a decrease from 46 the year before, of which 34 were female and 9 were from minority groups. The program successfully placed 13 fellows, a slight increase from the 11 placements completed in 2012. Of these 13 placements, 9 were for female non-minority fellows, and 4 minority fellows (1 female graduate student, 1 male graduate student, 1 female faculty member, and 1 male faculty member). Placements were provided at the Federal Reserve Board and Reserve Banks in Atlanta, Boston, Chicago, Cleveland, Dallas, Kansas City, Minnesota, New York, St. Louis and Richmond, as well as the Urban Institute. Feedback from the participants continues to be very positive across the different placements.

Further information on the Summer Fellows Program can be found at <http://www.aeaweb.org/committees/CSMGEP/pipeline/summerfellows/>, and at <https://www.aeaweb.org/committees/CSMGEP/pipeline/summerfellows/history.php>.

III. Recent and Ongoing Activities

The CSMGEP is committed to increasing the representation of minority groups in the economics profession in a variety of ways. Below is a summary of the further activities undertaken by the committee in the past year.

Sponsored Sessions at Conferences

An important activity for the CSMGEP is to sponsor sessions at professional conferences. For starters, the CSMGEP sponsored several sessions and receptions at the AEA's Annual Meeting in January 2014. The Committee hosted a session entitled "Policy Interventions and Educational Outcomes" and chaired by Rodney J. Andrew (University of Texas at Dallas and NBER). The papers presented at this year's session were:

- "The Effect of Health Care Access on Academic Achievement: Evidence from State Medicaid and SCHIP Expansions," Michael F. Lovenheim, Cornell University and NBER; Samuel Kleiner, Cornell University
- "School Segregation, Educational Attainment and Crime: Evidence from the End of Busing in Charlotte-Mecklenburg," David Deming, Harvard University and NBER; Stephen Billings, University of North Carolina-Charlotte, Jonah Rockoff, Columbia University and NBER
- "The Effects of Charter School Entry on Local School Markets," Marcus Casey, University of Illinois Chicago; Patrick Baude, University of Illinois Chicago; Eric Hanushek, Stanford University and NBER; and Steve Rivkin, University of Illinois Chicago and NBER
- "Intensive Math Instruction and Educational Attainment: Long-Run Impacts of Double Dose Algebra," Kalena Cortes, Texas A and M University-College Station; Joshua Goodman, Harvard University; Takako Nomi, St. Louis University.

The Committee also hosted a Dissertation Session that included the following papers:

- "Bias or Behavior? Using Differences Between Teacher Reports and Administrative Records to Identify Bias in Teacher Perceptions of Student Behavior," Dania V. Francis, University of Massachusetts, Amherst
- "Can Higher Pay Improve Teacher Quality? Lessons from the Birth Control Pill Natural Experiment" from Candace Hamilton Hester, University of California, Berkeley
- "Housing and Monetary Policy," Ejindu Ume and Robert Reed, University of Alabama
- "A Dynamic Nelson-Siegel Model with Markov Switching," Jared Levant and Jun Ma, University of Alabama

Marie T. Mora (University of Texas – Pan American) chaired the session and discussants included Jose Martinez (University of North Texas), Juan Carlos Suárez Serrato (Stanford University), and Javier A. Reyes (University of Arkansas).

In addition, the committee co-hosted a reception during the conference and co-sponsored an address by the President of the National Economic Association.

The CSMGEP also sponsored a paper session at the Western Economics Association International Meeting in 2014. The session, titled “Ethnicity, Employment and Entrepreneurship” included the following papers:

- “The Effect of School Finance Reforms on the Distribution of Spending, Academic Achievement, and Adult Outcomes,” Rucker C. Johnson, University of California, Berkeley & NBER; Clement Kirabo Jackson, Northwestern University & NBER; Claudio Persico, Northwestern University
- “Does Money Matter in the Long Run? Effects of School Spending on Educational Attainment,” Josh Hyman, University of Michigan
- “The Incidence of Special Education Mandates,” Julie Cullen and Henrique Romero, University of California, San Diego

Francisca Antman (University of Colorado-Boulder) chaired the session and discussants were Jeffrey Zax (University of Colorado-Boulder), Hani Mansour (University of Colorado-Denver), and Francisca Antman (University of Colorado-Boulder).

Finally the CSMGEP co-sponsored a session at the Southern Economics Association Meetings in November on “The Status of Women and Minorities in the Economics Profession” with CSWEP. Gary Hoover (University of Alabama) and Ragan Petrie (George Mason University) co-chaired.

Other Activities

The CSMEP continues to sponsor the Diversifying Economic Quality (Div E.Q), a Wiki devoted to teaching practices that promote inclusivity, innovation and are evidence based. Materials are publicly available online at:

http://www.diversifyingecon.org/index.php/Main_Page.

The wiki includes classroom strategies and instructor practices with the objective of improving teaching quality to include minority students, and increasing their chances of remaining for further study, thereby advancing diversity in the profession. The wiki is participatory, offering a means for faculty to share their research and learn from others. DivE.Q. has been widely publicized, and can be followed via twitter (@Div_E_Q), and was featured as a successful diversity initiative by the Chronicle of Further Education. The initiative was also presented at the Ninth Annual Economics Teaching Conference in Austin, Texas in October 2013 and formed the focus of a panel discussion at the Allied Social Science Association/American Economic Association Annual Meeting in January 2014.

The CSMGEP also continues to publish its annual news, *The Minority Report*, in collaboration with the National Economic Association (NEA) and the American Society of Hispanic Economists (ASHE). The report, now in its seventh edition showcases the people, programs, research and activities of those involved in working to increase the representation of minorities in the economics profession. The report, including archive issues, is available to download from the CSMGEP website at: <https://www.aeaweb.org/committees/CSMGEP/resources/>.

The committee has also continued to publish profiles of minority economists on the website. The objective of the series is to highlight the many accomplishments of these economists, and to inspire young people who might be considering a career in economics by providing a glimpse into the lives of those who made that decision. This year's profiles have included: Sandy Darity (Duke University), Mark Hugo Lopez (Director of Hispanic Research, Pew Research Center), and Caroline Hoxby (Stanford University). These profiles, and all those from previous years are available on the CSMGEP website.

Acknowledgements

The committee is extremely grateful to James Poterba and the National Bureau of Economic Research (NBER) who have, since 2010, invited a number of program participants to attend the NBER's Summer Institute. Their intent is to extend the reach of the Pipeline Program by inviting advanced graduate students to attend the summer meetings to meet fellow economists and participate in the active research exchange. This year four students were able to attend the 2014 Summer Institute as a result of this effort. We also thank Dawn Wright for her editorial assistance with *The Minority Report* and profiles of minority economics and Charles Scott for his assistance in providing additional data compiled in this report. Finally, the committee welcomed new members Kirabo Jackson and Ebonya Washington who have already proven extremely important and invaluable members.

Appendices

Appendix Table 1: Degrees in Economics Awarded to all Racial/Ethnic Groups in the Academic Year 2013

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	Asian	American Indian or Native Alaskan	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Two or More Ethnic Groups	Ethnicity Unknown	Non-Permanent Residents
BA	32,649	27,418	4,629	102	1,456	2,356	46	16,643	540	1,646	5,231
MA	3,889	1,941	223	7	129	148	4	1,173	48	209	1,948
PhD	1,079	468	54	0	15	30	0	314	5	50	611
All	37,617	29,827	4,906	109	1,600	2,534	50	18,130	593	1,905	7,790

Appendix Table 2: bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2013

Year	Total Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Minority Total	%
1995	16,077	1,045	6.5	816	5.1	63	0.4	1,924	12.0	159,379	13.9
1996	14,966	901	6.0	813	5.4	54	0.4	1,768	11.8	167,479	14.7
1997	14,832	836	5.6	809	5.5	56	0.4	1,701	11.5	174,427	15.2
1998	15,358	889	5.8	831	5.4	58	0.4	1,778	11.6	182,079	15.6
1999	15,836	876	5.5	861	5.4	75	0.5	1,812	11.4	190,641	16.1
2000	16,789	977	5.8	960	5.7	65	0.4	2,002	11.9	201,797	16.5
2001	19,346	1,070	5.5	1,073	5.5	63	0.3	2,206	11.4	212,042	16.6
2002	22,213	1,231	5.5	1,128	5.1	63	0.3	2,422	10.9	222,577	16.9
2003	23,335	1,346	5.8	1,277	5.5	99	0.4	2,722	11.7	236,282	17.0
2004	24,474	1,426	5.8	1,387	5.7	111	0.5	2,924	11.9	248,856	17.2
2005	24,860	1,375	5.5	1,469	5.9	95	0.4	2,939	11.8	258,927	17.4
2006	24,372	1,401	5.7	1,491	6.1	104	0.4	2,996	12.3	271,341	17.7
2007	24,574	1,295	5.3	1,611	6.6	105	0.4	3,011	12.3	282,889	17.9
2008	25,998	1,295	5.0	1,613	6.2	109	0.4	3,017	11.6	276,438	17.1
2009	27,050	1,336	4.9	1,691	6.3	134	0.5	3,161	11.7	305,075	18.4
2010	28,185	1,427	5.1	1,933	6.9	123	0.4	3,483	12.4	321,709	18.9
2011	28,766	1,438	5.0	1,986	6.9	121	0.4	3,545	12.3	344,581	19.5
2012	27,893	1,399	5.0	2,188	7.8	96	0.3	3,683	13.2	373,590	20.2
2013	27,418	1,456	5.3	2,356	8.6	102	0.4	3,914	14.3	399,350	21.1

Appendix Table 3: master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2013

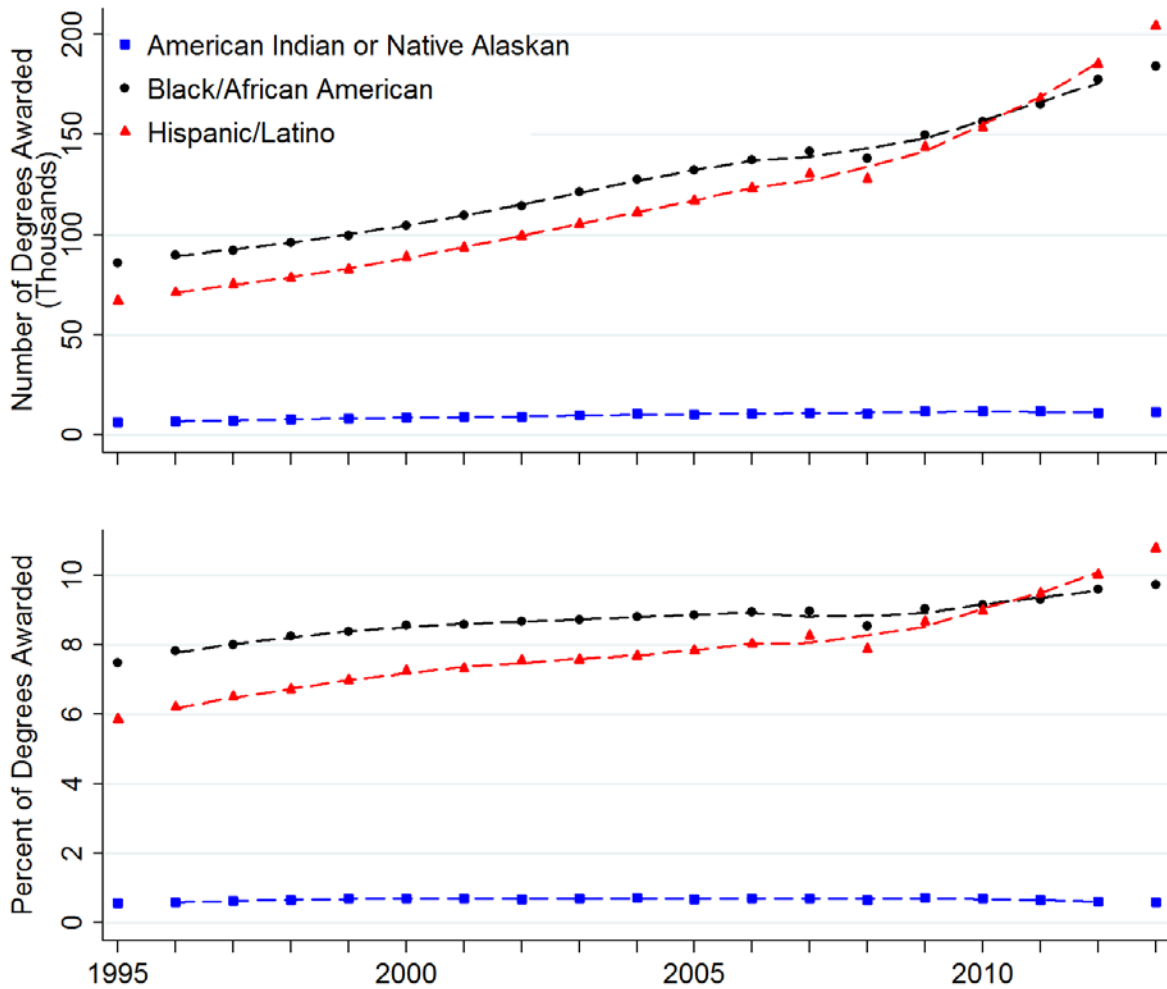
Year	Total Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Minority Total	%
1995	1,280	78	6.1	38	3.0	4	0.3	120	9.4	38,595	10.9
1996	1,352	77	5.7	49	3.6	3	0.2	129	9.5	41,703	11.5
1997	1,242	79	6.4	65	5.2	5	0.4	149	12.0	45,169	12.1
1998	1,177	71	6.0	50	4.2	3	0.3	124	10.5	48,238	12.6
1999	1,058	67	6.3	55	5.2	2	0.2	124	11.7	51,507	13.1
2000	992	59	5.9	58	5.8	2	0.2	119	12.0	56,717	14.0
2001	947	49	5.2	41	4.3	5	0.5	95	10.0	60,360	14.6
2002	1,004	62	6.2	51	5.1	9	0.9	122	12.2	63,162	14.8
2003	1,118	51	4.6	70	6.3	6	0.5	127	11.4	69,059	15.3
2004	1,286	54	4.2	76	5.9	6	0.5	136	10.6	78,571	16.0
2005	1,524	81	5.3	103	6.8	7	0.5	191	12.5	85,345	16.7
2006	1,539	83	5.4	91	5.9	2	0.1	176	11.4	90,716	17.0
2007	1,569	73	4.7	74	4.7	10	0.6	157	10.0	95,861	17.5
2008	1,710	104	6.1	73	4.3	7	0.4	184	10.8	93,564	16.6
2009	1,716	88	5.1	83	4.8	7	0.4	178	10.4	106,299	18.0
2010	1,840	97	5.3	85	4.6	7	0.4	189	10.3	114,561	18.4
2011	2,058	104	5.1	137	6.7	8	0.4	249	12.1	122,739	18.7
2012	2,184	109	5.0	144	6.6	4	0.2	257	11.8	130,838	19.3
2013	1,941	129	6.6	148	7.6	7	0.4	284	14.6	137,539	20.5

Appendix Table 4: doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2013

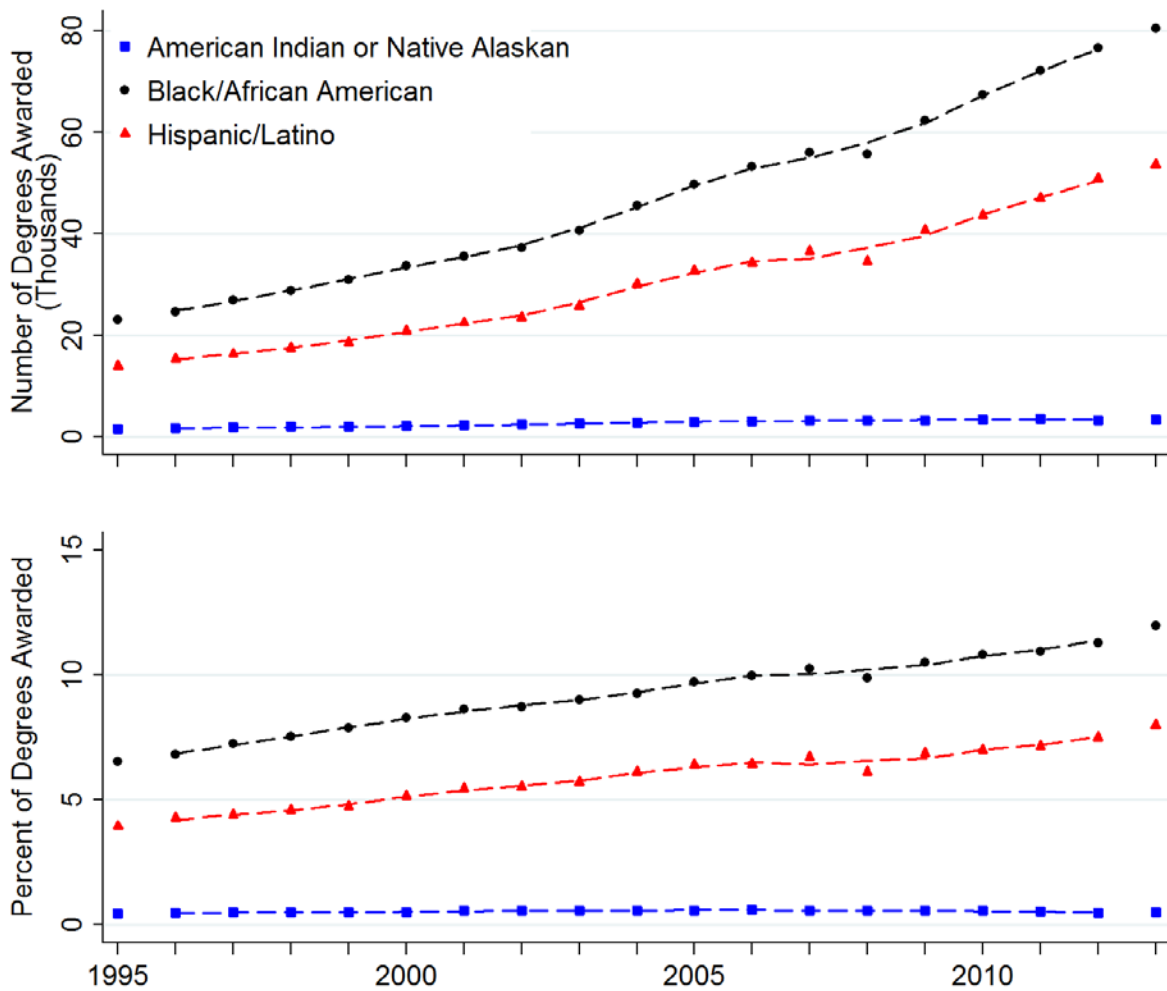
Year	Total PhD Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Native Alaskan		All Minority Groups		All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Minority Total	%
1995	474	16	3.4	12	2.5	1	0.2	29	6.1	2,768	8.1
1996	475	21	4.4	17	3.6	1	0.2	39	8.2	2,757	8.3
1997	469	12	2.6	15	3.2	2	0.4	29	6.2	3,133	9.1
1998	449	21	4.7	13	2.9	0	0.0	34	7.6	3,525	10.0
1999	415	20	4.8	17	4.1	1	0.2	38	9.2	3,744	10.8
2000	405	18	4.4	16	4.0	0	0.0	34	8.4	3,714	10.8
2001	364	6	1.6	15	4.1	0	0.0	21	5.8	3,875	11.3
2002	365	16	4.4	10	2.7	0	0.0	26	7.1	3,972	11.7
2003	323	8	2.5	18	5.6	1	0.3	27	8.4	4,222	12.0
2004	347	16	4.6	24	6.9	1	0.3	41	11.8	4,723	13.0
2005	328	7	2.1	19	5.8	0	0.0	26	7.9	5,091	13.0
2006	321	16	5.0	17	5.3	2	0.6	35	10.9	5,145	12.6
2007	325	17	5.2	22	6.8	2	0.6	41	12.6	5,897	13.3
2008	304	11	3.6	12	3.9	1	0.3	24	7.9	4,858	13.3
2009	221	4	1.8	8	3.6	0	0.0	12	5.4	3,876	13.7
2010	405	10	2.5	21	5.2	1	0.2	32	7.9	5,897	14.1
2011	411	17	4.1	14	3.4	0	0.0	31	7.5	6,467	14.8
2012	473	14	3.0	15	3.2	0	0.0	29	6.1	7,025	15.4
2013	468	15	3.2	30	6.4	0	0.0	45	9.6	7,607	15.9

Appendix Table 5: Comparison of Economics Degrees Awarded in 1995 and 2013 to Students from other Racial/Ethnic Groups

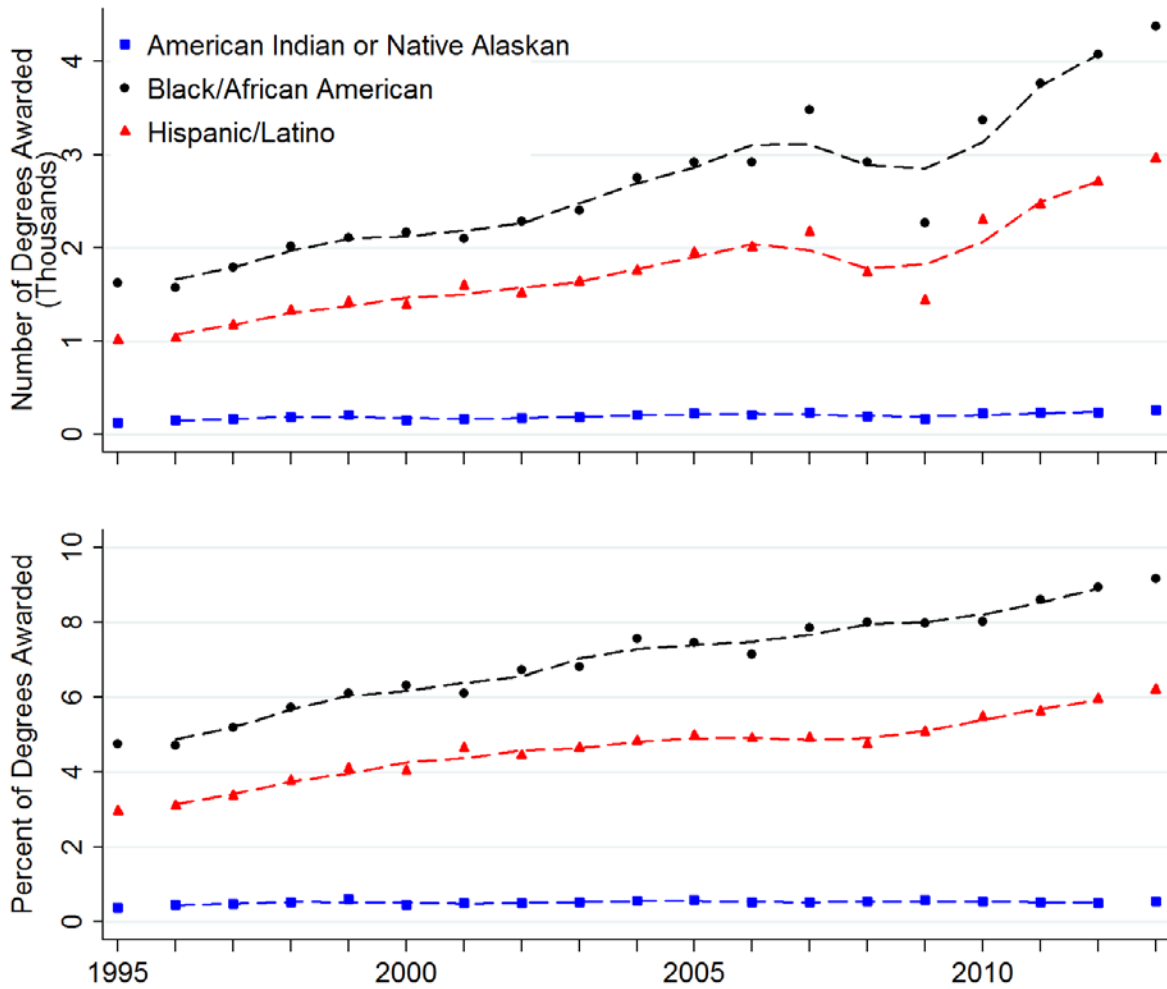
Award Level	Year	Grand Total	U.S. Citizen and Permanent Resident Total	Asian		Native Hawaiian or Pacific Islander		Two or More Ethnic Groups		Ethnicity Unknown		Non-Permanent Residents	
				Total	%	Total	%	Total	%	Total	%	Total	%
BA	1995	17,735	16,077	1,977	12.3	0	0	0	0	433	2.7	1,658	9.3
	2013	32,649	27,418	4,629	16.9	46	0.2	540	2.0	1,646	6.0	5,231	16.0
MA	1995	2,403	1,280	119	9.3	0	0	0	0	104	8.1	1,123	46.7
	2013	3,889	1,941	223	11.5	4	0.2	48	2.5	209	10.8	1,948	50.1
PhD	1995	910	474	63	13.3	0	0	0	0	24	5.1	436	48.0
	2013	1,079	468	54	11.5	0	0	5	1.1	50	10.7	611	56.6
All	1995	21,048	17,831	2,159	12.1	0	0	0	0	561	3.1	3,217	15.3
	2013	37,617	29,827	4,906	16.4	50	0.2	593	2.0	1,905	6.4	7,790	20.7



Appendix Figure 1: Bachelor of Arts Degrees Awarded to Minority Students across all Subjects in 2012-13. These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three year rolling mean of these data for each group.



Appendix Figure 2: Master of Arts Degrees Awarded to Minority Students across all Subjects in 2012-13. These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three year rolling mean of these data for each group.



Appendix Figure 3: Doctor of Philosophy Degrees Awarded to Minority Students across all Subjects in 2012-13. These graphs show the actual data plotted as points for both the number of degrees awarded (top) and percentage representation within the degree cohort (bottom). The lines represent a smoothed, three year rolling mean of these data for each group.